



Envision Schools

College Success Portfolio Defense

Mini-Handbook 2016



A Performance Model for Envision Schools

City Arts and Technology, San Francisco | Envision Academy, Oakland | Impact Academy, Hayward

Collaboratively Designed with Teachers and Leaders at Envision Schools, and in partnership with Stanford Center for Assessment, Learning and Equity (SCALE) Faculty and Consultants

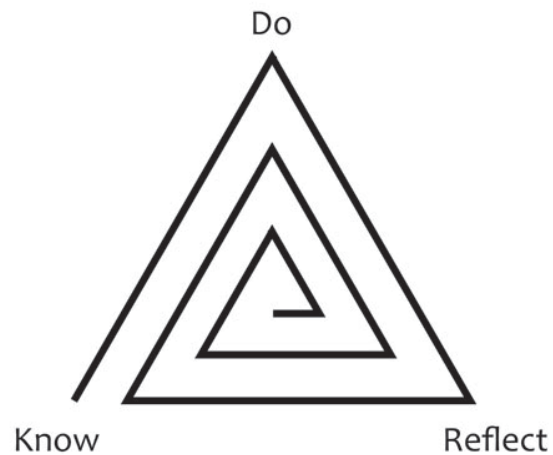
Envision Schools: 111 Myrtle Street, Suite 203, Oakland, CA 94607

Tel 510-451-2451 Fax 510-451-2768

See the full handbook at: www.envisionschools.org

Envision Schools College Success Portfolio Defense

Section 1 Defense Documents



Envision Schools College Success Portfolio Performance Assessment: COLLEGE SUCCESS PORTFOLIO DEFENSE

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
<p>Mastery of Knowledge</p> <p><i>What does this student know?</i></p>	<ul style="list-style-type: none"> • Demonstrates limited content knowledge through some artifacts AND/OR context of each artifact is missing • Provides unreliable evidence to support the thesis and arguments about the contents of the portfolio • Knowledge described is limited to the context of school 	<ul style="list-style-type: none"> • Demonstrates detailed content knowledge through some artifacts AND/OR explains only some context of each artifact • Provides appropriate, but inconsistent evidence to support the thesis and arguments about the contents of the portfolio • Somewhat relates knowledge to the explanation of the world around him/her 	<ul style="list-style-type: none"> • Demonstrates detailed content knowledge through each artifact, including context of each artifact • Provides appropriate and consistent evidence to support the thesis and arguments about the contents of the portfolio • Relates knowledge to the explanation of the world around him/her 	<ul style="list-style-type: none"> • Demonstrates content knowledge through each artifact that goes beyond what was learned in class, including context of each artifact • Appropriate and consistent evidence is seamlessly interwoven into the presentation and defense to support the thesis and arguments about the contents of the portfolio • Clearly relates knowledge to the explanation of the world around him/her
<p>Application of Knowledge</p> <p><i>What can this student do?</i></p>	<ul style="list-style-type: none"> • Does not connect or apply learning from one area of study or point of view to another • Thoroughly demonstrates evidence of the use and application of one 21st Century Leadership Skills¹ 	<ul style="list-style-type: none"> • Connects learning from one area of study or point of view to another without describing application or significance • Thoroughly demonstrates evidence of the use and application of two 21st Century Leadership Skills¹ 	<ul style="list-style-type: none"> • Clearly connects and applies learning from one area of study or point of view to another • Thoroughly demonstrates evidence of the use and application of three 21st Century Leadership Skills 	<ul style="list-style-type: none"> • Clearly connects and applies learning from one area of study to another and one point of view to another • Thoroughly demonstrates evidence of the use and application of all four 21st Century Leadership Skills
<p>Meta-cognition</p> <p><i>How reflective is this student?</i></p>	<ul style="list-style-type: none"> • Does not allude to his/her growth, accomplishments and successes • Somewhat acknowledges areas where future growth and/or cognitive growth and development are needed OR does not have a plan/strategy to manage their needs 	<ul style="list-style-type: none"> • Briefly mentions his/her growth, accomplishments and successes • Honestly acknowledges areas where future growth and/or cognitive growth and development are needed and has a superficial plan/strategy to manage their needs 	<ul style="list-style-type: none"> • Recognizes and discusses his/her growth, accomplishments and successes • Honestly acknowledges areas where future growth and/or cognitive growth and development are needed and discusses a concrete plan/strategy to manage their needs 	<ul style="list-style-type: none"> • Recognition and discussion his/her growth, accomplishments and successes are thoroughly interwoven into presentation and reflection of each artifact • Honestly acknowledges areas where future growth and/or cognitive growth and development are needed and has evidence of a concrete plan/strategy to manage their needs

<p>Presentation Skills</p> <p><i>What is the evidence that the student can give a formal presentation?</i></p>	<ul style="list-style-type: none"> • A lack of organization makes it difficult to follow the presenter's ideas • Makes minimal use of presentation skills: body, posture, language, eye contact, voice and timing • Does not communicate clearly and uses language that is unsuited to the topic and audience • Digital and/or Visual elements unrelated to or do not help clarify the presentation 	<ul style="list-style-type: none"> • Inconsistencies in organization and limited use of transitions make it difficult to follow presenter's ideas at times • Makes partial use of presentation skills: body, posture, language, eye contact, voice and timing • Uses language that is at times unsuited conveying a thesis, ideas and opinions in defense of his/her learning • Occasionally refers to Digital and/or Visual elements to demonstrate his or her learning 	<ul style="list-style-type: none"> • Has clear and well--- organized presentation (with beginning, middle and end, and utilizes appropriate transitions) • Shows command of all presentation skills: body, posture, language, eye contact, voice and timing • Communicates clearly and uses effective language to convey a thesis, ideas and opinions in defense of his/her learning • Makes effective use of Digital and/or Visual elements to demonstrate his or her learning 	<ul style="list-style-type: none"> • Has clearly and logically organized presentation (with engaging introduction, logically sequenced body with effective transitions, and a clear and convincing conclusion) • Shows consistent command of all presentation skills: body, posture, language, eye contact, voice and timing that keep the audience engaged • Communicates clearly and uses sophisticated and varied language to convey a thesis, ideas and opinions in defense of his/her learning • Consistently makes effective use of Digital and/or Visual elements throughout the defense to demonstrate his or her learning
<p>Questions and Comments</p> <p><i>What is the evidence that the student can respond to spontaneous questions appropriately?</i></p>	<ul style="list-style-type: none"> • Responds to questions without actually answering/addressing them • Answers some questions from members of the panel without evidence/ examples 	<ul style="list-style-type: none"> • Responds to questions and comments from members of the panel • Some evidence/ examples given to support answers are unclear 	<ul style="list-style-type: none"> • Responds directly to questions and comments from members of the panel • Uses evidence/examples to convincingly support answers to questions 	<ul style="list-style-type: none"> • Responds directly to questions and comments from members of the panel and shows spontaneous thinking skills by making sophisticated connections • Uses evidence/examples from beyond the scope of the portfolio to convincingly support answers to questions

Additional Leadership Skills may be present, but student does not thoroughly demonstrate evidence of the use and application of those skills.

College Success Portfolio Defense

Portfolio Defense Checklist & Scoring Sheet

Student Name: _____ Panel Member Name: _____

Resubmit Pass Distinction

Introduction and Argument	
<input type="checkbox"/>	Student presents a clear and well-developed argument for readiness that orients and organizes presentation.

Artifact #1:	Competency:	
	Indicator from Defense Rubric	Evidence from Defense
What does the student KNOW? <i>Mastery</i>	<input type="checkbox"/>	Student defines and explains the competency associated with the artifact.
	<input type="checkbox"/>	Student demonstrates comprehensive understanding of the context in which the artifact was assigned.
	<input type="checkbox"/>	Student demonstrates detailed content knowledge through the artifact – academic content.
	<input type="checkbox"/>	Student presents evidence from the artifact and process appropriately and consistently to support the argument for readiness, and claims about the contents of the portfolio.
	<input type="checkbox"/>	Student relates knowledge to the explanation of the world around him / her. <i>(e.g. answering the essential question of the artifact)</i>
What can the student DO? <i>Application</i>	<input type="checkbox"/>	Student connects and applies learning from one area of study, discipline, or class to another.
	<input type="checkbox"/>	Student demonstrates evidence of the use and application of the 21st Century Leadership Skills.
How REFLECTIVE is the student? <i>Metacognition</i>	<input type="checkbox"/>	Student recognizes his or her challenges/growth areas, accomplishments or successes.

Notes/Questions

Artifact #2:		Competency:		
	Indicator from Defense Rubric	Evidence from Defense		
What does the student KNOW? <i>Mastery</i>	<input type="checkbox"/>	Student defines and explains the competency associated with the artifact.		
	<input type="checkbox"/>	Student demonstrates comprehensive understanding of the context in which the artifact was assigned.		
	<input type="checkbox"/>	Student demonstrates detailed content knowledge through the artifact – academic content.		
	<input type="checkbox"/>	Student presents evidence from the artifact and process appropriately and consistently to support the argument for readiness, and claims about the contents of the portfolio.		
	<input type="checkbox"/>	Student relates knowledge to the explanation of the world around him / her. (<i>e.g. answering the essential question of the artifact</i>)		
What can the student DO? <i>Application</i>	<input type="checkbox"/>	Student connects and applies learning from one area of study, discipline, or class to another.		
	<input type="checkbox"/>	Student demonstrates evidence of the use and application of the 21st Century Leadership Skills.	<input type="checkbox"/> <i>Think Critically</i> <input type="checkbox"/> <i>Collaborate Productively</i> <input type="checkbox"/> <i>Communicate Powerfully</i> <input type="checkbox"/> <i>Complete Projects Effectively</i>	
How REFLECTIVE is the student? <i>Metacognition</i>	<input type="checkbox"/>	Student recognizes his or her challenges/growth areas, accomplishments or successes.		

Notes/Questions

Artifact #3:		Competency:	
	Indicator from Defense Rubric	Evidence from Defense	
What does the student KNOW? <i>Mastery</i>	<input type="checkbox"/>	Student defines and explains the competency associated with the artifact.	
	<input type="checkbox"/>	Student demonstrates comprehensive understanding of the context in which the artifact was assigned.	
	<input type="checkbox"/>	Student demonstrates detailed content knowledge through the artifact – academic content.	
	<input type="checkbox"/>	Student presents evidence from the artifact and process appropriately and consistently to support the argument for readiness, and claims about the contents of the portfolio.	
	<input type="checkbox"/>	Student relates knowledge to the explanation of the world around him / her. (e.g. <i>answering the essential question of the artifact</i>)	
What can the student DO? <i>Application</i>	<input type="checkbox"/>	Student connects and applies learning from one area of study, discipline, or class to another.	
	<input type="checkbox"/>	Student demonstrates evidence of the use and application of the 21st Century Leadership Skills.	<input type="checkbox"/> <i>Think Critically</i> <input type="checkbox"/> <i>Collaborate Productively</i> <input type="checkbox"/> <i>Communicate Powerfully</i> <input type="checkbox"/> <i>Complete Projects Effectively</i>
How REFLECTIVE is the student? <i>Metacognition</i>	<input type="checkbox"/>	Student recognizes his or her challenges/growth areas, accomplishments or successes.	

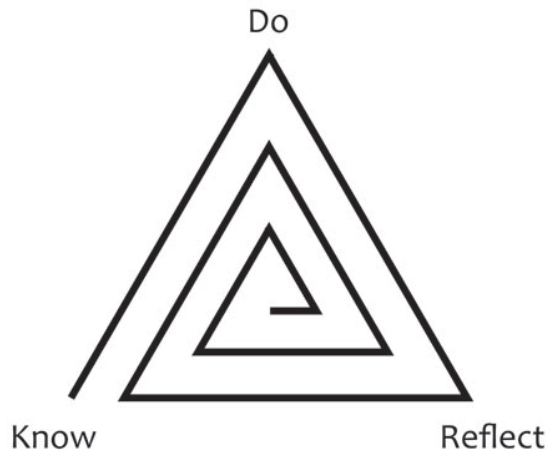
Notes/Questions

Overall Reflection and presentation Skills		
<input type="checkbox"/>	Student honestly acknowledges areas where further personal and/or cognitive growth and development are needed, and has a plan or strategy to manage their needs.	
<input type="checkbox"/>	The presentation is well organized and the supporting materials contribute to its clarity.	
<input type="checkbox"/>	Student shows a command of presentation skills: body posture, language, eye contact, voice and timing.	
<input type="checkbox"/>	Student shows enthusiasm, and energy and affect are appropriate for the audience, as well as supports the presentation.	
<input type="checkbox"/>	Makes effective use of Digital and/or Visual elements to demonstrate his or her learning evidenced in the portfolio.	

Notes/Questions

Envision Schools College Success Portfolio Defense

Section 2 Overview



Envision Schools Graduate Profile

Envision School graduates are ready for success in college, future careers, (and life) because they **know, do** and **reflect**.

Envision graduates KNOW. They:

- Master academic subjects which makes it possible to:
 - meet the University of California’s A-G Requirements
 - pass the California High School Exit Exam
 - show proficiency on the California Standards Tests
 - perform successfully on college entrance exams

Being put in a position to articulate a concept to an audience takes a greater comprehension than just learning the idea for yourself. By talking about the project, I deepened my own knowledge of the math we were learning.
– Envision Graduate

Envision graduates DO. They:

- Use **Core Competencies** in core content areas required to perform the role of a college student:
 - inquiry
 - analysis
 - research
 - creative expression
- Use **21st Century Leadership Skills**:
 - Communicate Powerfully
 - Think Critically
 - Collaborate Productively
 - Complete Projects Effectively
- Participate in at least one **Workplace Learning Experience (WLE)** in which they do real work and complete a project that not only benefits their workplace, but demonstrates their ability to use leadership skills as well as inquire, analyze, research, or express themselves creatively in the workplace

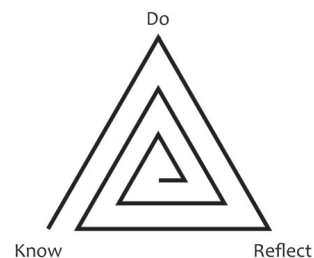
As I began to draft this paper, it was clear I needed more information on specific areas, so as I wrote I also had to research more.
– Envision Graduate

Envision graduates REFLECT. They:

- Recognize and acknowledge growth, accomplishments and successes as well as areas of future growth and development
- Revise work to proficiency based on feedback from teachers and peers

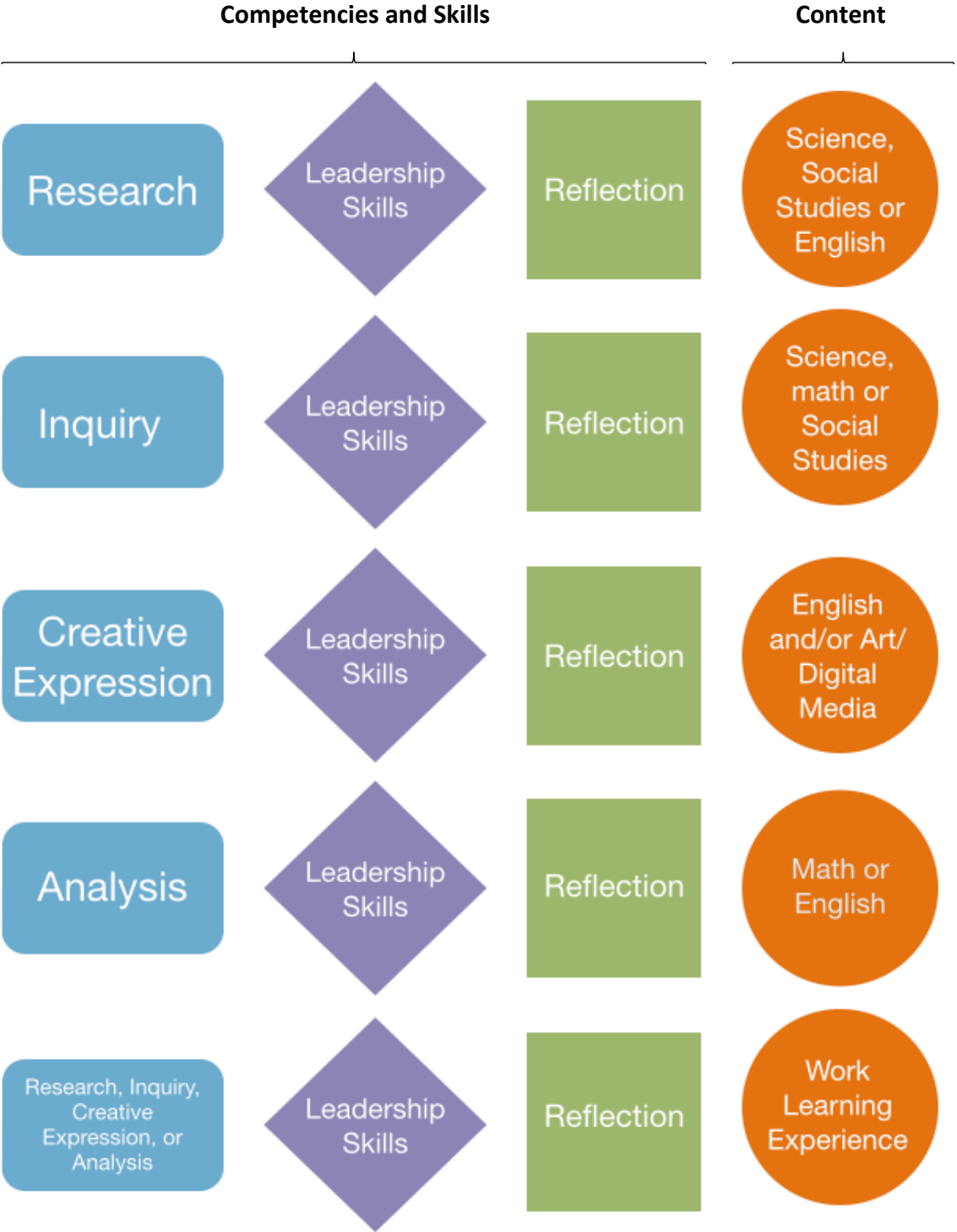
Before I was not so fond of revisions, but now I can't get enough of them. The reason behind this is because it's constantly showing that I grow continually everyday and that's something that I don't acknowledge too often.
– Envision Graduate

A cycle of knowing, doing, and reflecting exists at each level of the portfolio experience. Ultimately, students build towards becoming a balanced graduate, who *knows* their academic subjects, shows what they can *do* through their competencies and leadership skills, and *reflects* on their learning in order to deepen their knowledge and skills. Within each of the competencies, students also cycle through *knowing* (learning content), *doing* (applying), and *reflecting* as they bring their artifact to proficiency.



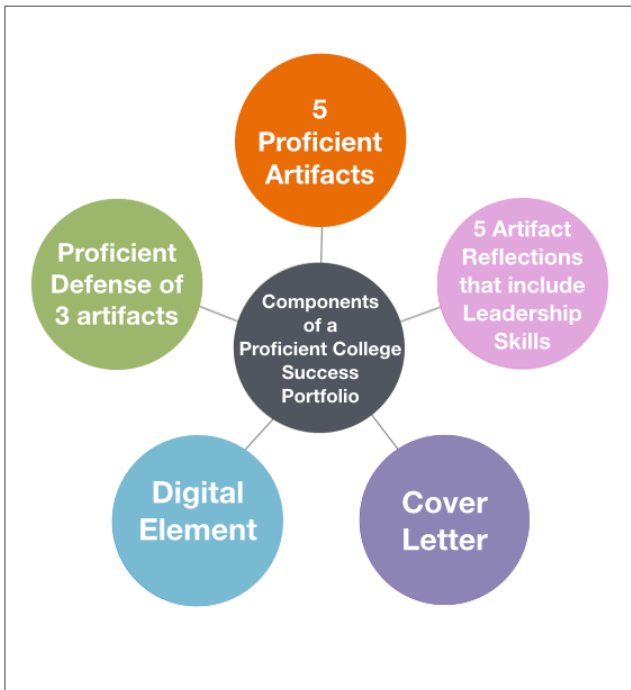
Relationship Between Core Competencies and Subject Area Content

Envision graduates *know, do, and reflect* on academic subjects. In addition, they focus on four core competencies and leadership skills required for college. For their Workplace Learning Experience (WLE), students complete a project that demonstrates their ability to use leadership skills as well as inquire, analyze, research or express themselves creatively in the workplace.



College Success Portfolio

Figure. 1



Benchmark Portfolio



Frequently Asked Questions:

- 1) **How many CSP-eligible performance assessments should students complete each year?** In addition to the chart below, all teachers can pull out specific domains or indicators from the rubric to delve into within smaller projects. Your site administrator will have more detailed expectations about task requirements specific to your site, course, grade level, and/or teaching team.

Below is a suggested sequence of performance assessments from 9th-12th grade

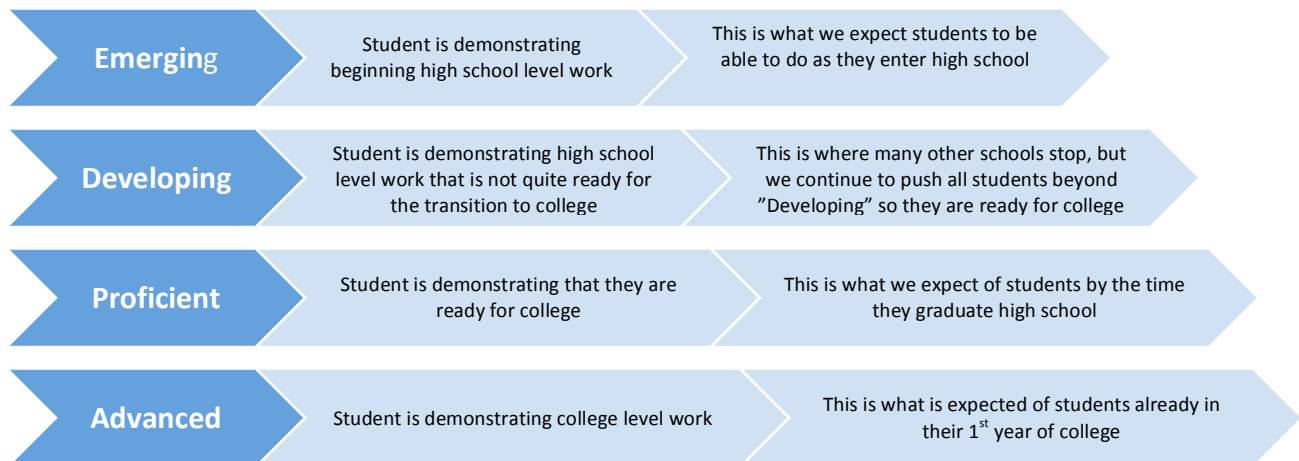
Grade	Suggested Sequence	Possible Additions	Why?
9 th	<ul style="list-style-type: none"> 2 performance assessments using targeted domains of the rubric 	<ul style="list-style-type: none"> fully-aligned performance assessment additional performance assessments targeting specific domains 	In 9 th grade, more scaffolding may be needed to give practice in certain domains and indicators of the rubric.
10 th	<ul style="list-style-type: none"> 1 performance assessment targeting specific domains of the rubric 1 performance assessment that's fully aligned to the rubric 	<ul style="list-style-type: none"> a 2nd fully-aligned performance assessment additional performance assessments targeting specific domains 	Students will need at least one fully aligned performance assessment for their Benchmark Portfolio. Students will still benefit from more practice in targeted domains within smaller projects.
11 th	<ul style="list-style-type: none"> 2 performance assessments that are fully aligned to the rubric 	<ul style="list-style-type: none"> additional performance assessments targeting specific domains 	By now students will have had lots of practice with the elements of the rubric and can consistently practice the more complex fully aligned performance assessments.
12 th	<ul style="list-style-type: none"> 1 performance assessment targeting specific domains of the rubric 1 performance assessment that's fully aligned to the rubric 	<ul style="list-style-type: none"> a 2nd fully-aligned performance assessment additional performance assessments targeting specific domains 	During senior year, a teacher may want to target specific skills in which students need more growth. At the same time, students are ready to demonstrate mastery of the competencies. Teaching two fully aligned performance assessments sometimes leads to a time crunch at the end of the school year, so a fully aligned performance assessment mid year, preceded by targeted practice is recommended here.

- 2) **Out of the performance assessments in the chart above, which are "portfolio worthy"?** Only the tasks that are fully aligned to the rubric are portfolio worthy.
- 3) **Could an 11th or 12th grade teacher focus on most indicators from the rubric but not all of them when creating a portfolio-worthy performance assessment?** No. In order for a performance assessment to be considered for the portfolio, it must address each indicator within each domain.

- 4) **Can a teacher mix and match domains from different rubrics to create a CSP/BP performance assessment?** No. To be considered for the portfolio, performance assessments must address all of the dimensions of one rubric only.
- 5) **What artifacts can students choose from for their CSP portfolio?** Students should have completed performance assessments at each grade level so that they can choose from those artifacts for their portfolio. The chart below gives an example of the opportunities a student has in 11th and 12th grade to complete artifacts in each subject area.

Grade Level	Subject	Performance Assessment (CSP)	
11 th	Science	Inquiry Performance Assessment #1	Research Performance Assessment #1
	Social Studies	Inquiry Performance Assessment #1	Research Performance Assessment #1
	English	Textual Analysis Performance Assessment #1	Creative Expression or Research Performance Assessment #1
	Math	Math Analysis or Inquiry Performance Assessment #1	Math Analysis or Inquiry Performance Assessment #2
	WLE	Any Competency	
12 th	Science	Inquiry Task #2 or Research Performance Assessment #2	
	Social Studies	Inquiry Task #2 or Research Performance Assessment #2	
	English	Textual Analysis Performance Assessment #2	
	Math	Math Analysis or Inquiry Performance Assessment #3	
	Art/Digital Media	Creative Expression Performance Assessment #1	

- 6) **Do the Emerging, Developing, Proficient, and Advanced categories correspond with scores of 1, 2, 3 and 4?** No. The scores of 1, 2, 3 and 4 (or NC, C, B and A) do not correspond with the Emerging, Developing, Proficient, and Advanced categories. Students can earn an A on a performance assessment by demonstrating proficient (or “college ready”) work.



- 7) **Where can I find support to create a high-quality performance assessment?** Performance Assessment alignment supports are in the third section: Supporting Materials and Documents.

- 8) **What’s the major difference between the 10th grade Benchmark and the 12th grade College Success Portfolios and defenses, other than the CSP having one more artifact?** The Benchmark and College Success Portfolios are essentially the same with the exception of more rigorous academic expectations and sophistication required for the 12th grade College Success Portfolio.
- 9) **Some of the rubrics have changed! Can we “grandfather in” students’ artifacts that were created last year using the old rubrics?** Yes! It’s fine for students to include in their portfolio a proficient artifact from last year that was assessed using last year’s rubrics
- 10) **Does the inquiry artifact for History/Social Science have to be written?** Yes, it must be written if it is going to be used for a portfolio. If a teacher creates a performance assessment that just part of the inquiry rubric in order to give practice with specific domains/skills, then it does not have to be written, but it also cannot be used for a portfolio. If a student creates a non-written artifact, for example a documentary or keynote, then in order for it to be used for a portfolio, it must be accompanied by a written paper.
- 11) **Is math an analysis or an inquiry performance assessment?** Math teachers have the choice of creating either an analysis or an inquiry performance assessment for students.

Anatomy of a Rubric

Envision Schools College Success Portfolio Performance Assessment: *ENGLISH LANGUAGE ARTS TEXTUAL ANALYSIS*

	SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
‘Scoring Domain’	ARGUMENT <i>What is the evidence that the student can develop an argument?</i>	<ul style="list-style-type: none"> Argument is unclear or underdeveloped Makes unclear or irrelevant claims One claim dominates the argument and alternative or counter-claims are absent Draws superficial connections or conclusions 	<ul style="list-style-type: none"> Makes a somewhat clear, but general argument that reflects passive reading or thinking Makes relevant claims Briefly alludes to questions, counter-claims, or alternative interpretations when appropriate Draws general or broad connections or conclusions 	<ul style="list-style-type: none"> Makes a clear and well developed argument that demonstrates engaged reading and critical thinking Makes relevant claims that support the argument Acknowledges questions, counter-claims, or alternative interpretations when appropriate Makes specific connections and draws meaningful conclusions 	<ul style="list-style-type: none"> Makes a clear, well developed, and convincing argument that demonstrates engaged reading and original critical thinking Makes relevant and significant claims that support the argument Acknowledges and responds to questions, counter-claims, or alternative interpretations to sharpen the argument when appropriate Makes insightful connections, draws meaningful conclusions, and raises important implications
‘Scoring Domain’	EVIDENCE <i>What is the evidence that the student can support the argument?</i>	<ul style="list-style-type: none"> Relies on one or two reasons, examples, or quotations relevant to argument Makes no reference to the author’s point of view or purpose in a text 	<ul style="list-style-type: none"> Refers to limited textual evidence (reasons, examples, or quotations) relevant to argument Briefly notes the author’s point of view or purpose in a text 	<ul style="list-style-type: none"> Refers to sufficient and detailed textual evidence (reasons, examples, and quotations) relevant to argument Determines the author’s point of view or purpose in a text and its impact on overall meaning 	<ul style="list-style-type: none"> Refers to most important textual evidence (reasons, examples, quotations) relevant to argument Evaluates the author’s point of view or purpose in a text and its impact on overall meaning and credibility of ideas

‘Indicator’

Rubrics measure both 12th grade (green) and 10th grade artifacts (purple)

Envision Schools' 4 Core Competencies

By **RESEARCH**, we mean students will present an argument about an historical, social science, scientific, or other issue. To demonstrate their mastery of research they must select a writing sample that embodies the following expectations, which are aligned to the Common Core Reading and Writing Standards for Literacy:

- Respond to a research question
- Develop an argument
- Support the argument with evidence
- Analyze the evidence
- Know and use accurate content knowledge
- Structure the argument in a coherent way
- Use discipline-specific writing conventions to communicate ideas

By **INQUIRY**, we mean students will formulate a question that can be explored by scientific or historical investigation. To demonstrate mastery of inquiry, they must select a writing sample or lab that embodies the following expectations:

- Formulate a question that can be investigated
- Design and perform the investigation
- Collect data/evidence, and analyze and interpret it
- Draw conclusions and assess validity of the conclusions
- Know and use accurate content knowledge
- Structure information in a coherent way
- Use discipline-specific writing conventions to communicate ideas

By **CREATIVE EXPRESSION**, we mean students will think critically and creatively and communicate their ideas powerfully, persuasively, and artistically. We expect students to demonstrate an understanding of *artistic thinking* and *artistic practice*. Students shall use the arts as a tool to investigate and discuss topics and concerns that are relevant to artistic traditions and their lives. To demonstrate mastery of creative expression, they must select a piece of work that embodies the following expectations:

- Show command of the technique of the artistic discipline
- Construct and make a work of art with personal meaning and intent
- Explains the connection of the work of art to artistic and cultural traditions
- Envisions, explores, and persists with an aesthetic idea
- Questions, discusses, and judges own work

By **ANALYSIS**, we mean students will demonstrate the ability to read and think critically, communicate powerfully, and that embodies the following expectations, which are aligned to the Common Core State Standards for English Language Arts:

- Develop an argument
- Support the argument with evidence
- Analyze the evidence
- Organize and structure ideas for effective communication

Envision Schools' 4 Core Competencies

Students will present an argument about an historical, social science, scientific, or other issue. To demonstrate their mastery of research they must select a writing sample that embodies the following expectations, which are aligned to the Common Core Reading and Writing Standards for Literacy:

- Respond to a research question
- Develop an argument
- Support the argument with evidence
- Analyze the evidence
- Know and use accurate content knowledge
- Structure the argument in a coherent way
- Use discipline-specific writing conventions to communicate ideas

Research

Students will formulate a question that can be explored by scientific or historical investigation. To demonstrate mastery of inquiry, they must select a writing sample or lab that embodies the following expectations:

- Formulate a question that can be investigated
- Design and perform the investigation
- Collect data/evidence, and analyze and interpret it
- Draw conclusions and assess validity of the conclusions
- Know and use accurate content knowledge
- Structure information in a coherent way
- Use discipline-specific writing conventions to communicate ideas

Inquiry

Creative Expression

Students will think critically and creatively and communicate their ideas powerfully, persuasively, and artistically. We expect students to demonstrate an understanding of *artistic thinking* and *artistic practice*. Students shall use the arts as a tool to investigate and discuss topics and concerns that are relevant to artistic traditions and their lives. To demonstrate mastery of creative expression, they must select a piece of work that embodies the following expectations:

- Show command of the technique of the artistic discipline
- Construct and make a work of art with personal meaning and intent
- Explains the connection of the work of art to artistic and cultural traditions
- Envisions, explores, and persists with an aesthetic idea
- Questions, discusses, and judges own work

Analysis

Students will demonstrate the ability to read and think critically, communicate powerfully, and that embodies the following expectations, which are aligned to the Common Core State Standards for English Language Arts: Develop an argument

- Support the argument with evidence
- Analyze the evidence
- Organize and structure ideas for effective communication
- Use language to skillfully communicate ideas

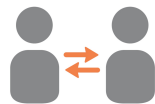
21st Century Leadership Skills

- **We plan together** (actively contribute, participate)
- **We encourage** (support all members)
- **We lead** (take action when needed)
- **We follow** (take direction when needed)
- **We use expertise** (use our strengths)
- **We share responsibility** (distribute work)
- **We do our part** (our individual responsibility)
- **We network** (seek additional expertise, go beyond what's in front of us)

- **We identify** (name it, explain it)
- **We analyze** (break it down)
- **We evaluate** (judge it)
- **We justify** (argue with evidence)
- **We compare** (make connections)
- **We synthesize** (put it together)
- **We develop** (use knowledge in a new way)

Collaborating Productively

Working together toward a common goal



Collaborating Productively



Thinking Critically

Thinking Critically

Thinking deeply in order to create new understanding

Communicating Powerfully

Expressing yourself so that others understand



Communicating Powerfully



Completing Projects Effectively

Completing Projects Effectively

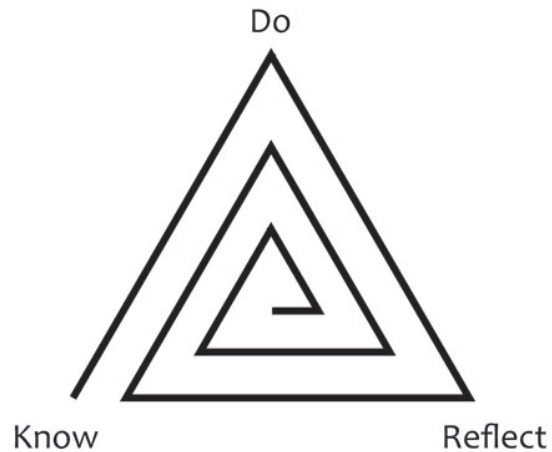
Finishing what you start, with your best effort

- **We organize** (structure logically)
- **We listen** (seek to clarify)
- **We code-switch** (know the audience)
- **We present** (deliver/illustrate info/ideas)
- **We use strategies** (plan our medium, format, information, tone, language)
- **We engage** (use strategies to deliver, motivate, engage)

- **We set goals** (what is end product?)
- **We create a plan** (identify needs, make a map)
- **We benchmark** (set deadlines)
- **We draft** (make best attempt)
- **We revise** (get feedback, improve)
- **We use resources** (access support)

Envision Schools College Success Portfolio Defense 2015 -2016

Section 2 Performance Assessment Rubrics



Benchmark and College Success Portfolio Rubrics

This section contains rubrics for each of the competencies: Research, Inquiry, Creative Expression, and Analysis. The rubrics are aligned to the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects and include recommendations for showing proficiency in 10th grade for the Benchmark Portfolio.

Rubrics for the Competencies:

- Creative Expression
- English Research or Argumentation
- English Textual Analysis
- History/Social Science Research or Inquiry
- Math Analysis or Inquiry (Problem Solving Application)
- Scientific Inquiry
- Scientific Research

Other Rubrics:

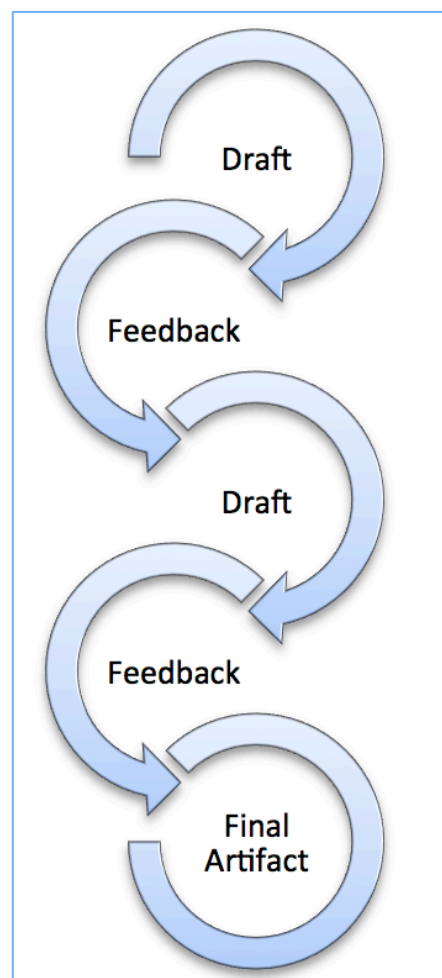
- Oral Presentation
- Leadership Skills

Artifacts must show proficiency in each domain of each rubric in order to be certified for the portfolio. Proficiency in the domain is determined by preponderance of evidence. This usually means several revisions of their work.



There were more revisions than I ever remember, and guess what, that's what it takes. A whole bunch of revisions for you to earn your seat on this stage.

- Envision Graduate



Envision Schools College Success Portfolio Performance Assessment: 12th Grade ENGLISH LANGUAGE ARTS - TEXTUAL ANALYSIS

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
<p>ARGUMENT <i>What is the evidence that the student can develop an argument?</i></p>	<ul style="list-style-type: none"> • Argument is unclear or underdeveloped • Makes unclear or irrelevant claims • One claim dominates the argument and alternative or counter-claims are absent • Draws superficial connections or conclusions 	<ul style="list-style-type: none"> • Makes a somewhat clear, but general argument that reflects passive reading or thinking • Makes relevant claims • Briefly alludes to questions, counter-claims, or alternative interpretations when appropriate • Draws general or broad connections or conclusions 	<ul style="list-style-type: none"> • Makes a clear and well developed argument that demonstrates engaged reading and critical thinking • Makes relevant claims that support the argument • Acknowledges questions, counter-claims, or alternative interpretations when appropriate • Makes specific connections and draws meaningful conclusions 	<ul style="list-style-type: none"> • Makes a clear, well developed, and convincing argument that demonstrates engaged reading and original critical thinking • Makes relevant and significant claims that support the argument • Acknowledges and responds to questions, counter-claims, or alternative interpretations to sharpen the argument when appropriate • Makes insightful connections, draws meaningful conclusions, and raises important implications
<p>EVIDENCE <i>What is the evidence that the student can support the argument?</i></p>	<ul style="list-style-type: none"> • Relies on one or two reasons, examples, or quotations relevant to argument • Makes no reference to the author's point of view or purpose in a text 	<ul style="list-style-type: none"> • Refers to limited textual evidence (reasons, examples, or quotations) relevant to argument • Briefly notes the author's point of view or purpose in a text 	<ul style="list-style-type: none"> • Refers to sufficient and detailed textual evidence (reasons, examples, and quotations) relevant to argument • Determines the author's point of view or purpose in a text and its impact on overall meaning 	<ul style="list-style-type: none"> • Refers to most important textual evidence (reasons, examples, quotations) relevant to argument • Evaluates the author's point of view or purpose in a text and its impact on overall meaning and credibility of ideas

<p>ANALYSIS <i>What is the evidence that the student can analyze evidence?</i></p>	<ul style="list-style-type: none"> • Demonstrates minimal understanding of text(s) • Summarizes but does not analyze or evaluate ideas or claims • Makes no reference to author's choices to support central ideas or claims 	<ul style="list-style-type: none"> • Demonstrates basic understanding of text(s) • Summarizes and attempts to analyze the central ideas or claims • Briefly refers to author's choices (e.g., language use, literary/rhetorical devices, organization) that support central ideas or claims 	<ul style="list-style-type: none"> • Demonstrates comprehensive understanding of text(s), including both explicit and inferred meanings • Analyzes the central ideas or sequence of events and their development over the course of the text(s) • Analyzes how author's choices (e.g. language use, literary/rhetorical devices, organization) support central ideas or claims 	<ul style="list-style-type: none"> • Demonstrates comprehensive and critical understanding of text(s) including both explicit and inferred meanings • Analyzes and evaluates complex ideas or sequence of events and explains how individuals, ideas, or events interact and develop over the course of the text(s) • Analyzes how author's choices (e.g., language use, literary/rhetorical devices, organization) support central ideas or claims and the effectiveness of the text
<p>ORGANIZATION <i>What is the evidence that the student can organize and structure ideas for effective communication?</i></p>	<ul style="list-style-type: none"> • Argument is unclear or not evident throughout the text • Ideas are disorganized, underdeveloped, or loosely sequenced • No transitions are used 	<ul style="list-style-type: none"> • Argument is evident but not consistently present throughout text • Ideas are organized but not sufficiently developed or logically sequenced • Transitions connect ideas with minor lapses 	<ul style="list-style-type: none"> • Argument is presented clearly and consistently throughout text • Ideas are developed and logically sequenced • Transitions connect ideas 	<ul style="list-style-type: none"> • Argument is presented clearly and consistently throughout text, and drives the organization of the text • Ideas are fully developed and logically sequenced to present a coherent whole • Transitions guide the reader through the development and reasoning of the claim
<p>CONVENTIONS <i>What is the evidence that the student can use language skillfully to communicate ideas?</i></p>	<ul style="list-style-type: none"> • Has limited control of syntax and vocabulary • Has an accumulation of errors in grammar, usage, and mechanics that distracts or interferes with meaning • When appropriate for the task, textual citation is missing or incorrect 	<ul style="list-style-type: none"> • Has control of syntax and vocabulary • Has some minor errors in grammar, usage, and mechanics that partially distract or interfere with meaning • When appropriate for the task, cites textual evidence with some minor errors 	<ul style="list-style-type: none"> • Demonstrates varied syntax and effective word choice; uses rhetorical techniques • Is generally free of distracting errors in grammar, usage, and mechanics • When appropriate for the task, cites textual evidence consistently and accurately 	<ul style="list-style-type: none"> • Has an effective fluent style with varied syntax, precise word choice, and skillful use of rhetorical techniques • Is free from errors in grammar, usage, and mechanics • When appropriate for the task, cites textual evidence consistently and accurately

<p>REFLECTION</p> <p><i>What is the evidence that the student can deeply reflect on performance, growth as a learner and ability to apply this in the future?</i></p>	<ul style="list-style-type: none"> • Know: Explains the topic of class when artifact was assigned • Do: Explanation of process, decision-making and leadership skills is incomplete or unclear • Reflect: States what was done well and what could be improved upon 	<ul style="list-style-type: none"> • Know: Describes some context of class (learning goals, purpose of artifact or necessary skills) • Do: Briefly explains process, decision-making and leadership skills used during the task • Reflect: Explains how artifact impacted self as a learner 	<ul style="list-style-type: none"> • Know: Clearly states general learning goals and purpose of artifact, including academic skills needed to be successful • Do: Thoroughly explains process and decision-making, including Leadership Skills used during the task • Reflect: Describes how artifact impacted self & own future, including growth as a writer 	<ul style="list-style-type: none"> • Know: Explicitly ties context of class to content and skill goals as well as purpose of artifact • Do: Explains process, decision-making and Leadership Skills with detail and through lens of thinking like expert in field • Reflect: Describes and analyzes how artifact impacted self & own future, including growth as a writer
--	---	---	--	---

Envision Schools Benchmark Portfolio Defense: 10th Grade ENGLISH LANGUAGE ARTS - TEXTUAL ANALYSIS

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
<p>ARGUMENT <i>What is the evidence that the student can develop an argument?</i></p>	<ul style="list-style-type: none"> Argument is unclear, underdeveloped, or implied. Claims are summaries or come directly from a source text. Discussion of questions, or counter-claims (when appropriate) is unclear or absent. Connections and conclusions are unclear or absent. 	<ul style="list-style-type: none"> Makes a somewhat clear, but general argument that reflects passive reading or thinking. Makes unclear or irrelevant claims. Briefly alludes to a question or counter-claim Draws superficial connections or conclusions. 	<ul style="list-style-type: none"> Makes a clear and well-developed argument that demonstrates engaged reading and critical thinking. Makes relevant claims Acknowledges relevant questions or counter-claim when appropriate. Draws general or broad connections or conclusions. 	<ul style="list-style-type: none"> Makes a clear, well developed, and convincing argument that demonstrates engaged reading and original critical thinking. Makes relevant claims that support the argument. Discusses relevant questions or counter-claims when appropriate. Makes specific connections and draws meaningful conclusions
<p>EVIDENCE <i>What is the evidence that the student can support the argument?</i></p>	<ul style="list-style-type: none"> Evidence presented does not connect to argument. Makes no reference to the author, main character or narrator’s point of view or purpose in a text. 	<ul style="list-style-type: none"> Relies on one or two reasons, examples, or quotations relevant to argument. Briefly notes the author, main character or narrator’s point of view or purpose in a text. 	<ul style="list-style-type: none"> Refers to sufficient textual evidence (reasons, examples, and quotations) relevant to argument. Determines the author, main character or narrator's point of view or purpose in a text and its impact on overall meaning. 	<ul style="list-style-type: none"> Refers to detailed textual evidence (reasons, examples, quotations) relevant to argument. Evaluates the author, main character, or narrator's point of view or purpose in a text and its impact on overall meaning.
<p>ANALYSIS <i>What is the evidence that the student can analyze evidence?</i></p>	<ul style="list-style-type: none"> Demonstrates minimal understanding of text(s). Ideas and/or claims are missing, presented haphazardly, or do not connect to the main argument. Makes no reference to author's choices to support central ideas or claims. 	<ul style="list-style-type: none"> Demonstrates a basic, surface-level understanding of text(s). Summarizes but does not analyze or evaluate ideas or claims. Refers to at least one author's choice, but connection to central ideas or claims is unclear. 	<ul style="list-style-type: none"> Demonstrates in-depth understanding of at least one aspect of the text(s), including both explicit and inferred meanings. Summarizes and attempts to analyze the central ideas or claims. Discusses at least one author's choice (e.g., language use, literary/rhetorical devices, organization) that supports central ideas or claims. 	<ul style="list-style-type: none"> Demonstrates in-depth and comprehensive understanding of text(s) including both explicit and inferred meanings. Analyzes the central ideas or sequence of events and their development over the course of the text(s). Analyzes key choices made by the author (e.g. language use, literary/rhetorical devices, organization) to support central ideas or claims

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
<p>ORGANIZATION <i>What is the evidence that the student can organize and structure ideas for effective communication?</i></p>	<ul style="list-style-type: none"> Argument is unclear or absent Ideas are disorganized, underdeveloped, or loosely sequenced Transitions are missing, unclear or confusing. 	<ul style="list-style-type: none"> Argument is evident but not consistently present throughout text. Ideas are organized but not sufficiently developed or logically sequenced. Transitions are used sporadically, awkwardly or in a formulaic manner. 	<ul style="list-style-type: none"> Argument is presented clearly throughout the text Ideas are sufficiently developed and organized Transitions connect ideas with minor lapses, but without impeding understanding. 	<ul style="list-style-type: none"> Argument is presented clearly throughout the text Ideas are fully developed and logically sequenced Transitions connect ideas so that the argument is easily followed
<p>CONVENTIONS <i>What is the evidence that the student can use language skillfully to communicate ideas?</i></p>	<ul style="list-style-type: none"> Writes as s/he speaks, lacks academic style/tone and vocabulary. Has an accumulation of errors in grammar, usage, and mechanics that distracts or seriously interferes with meaning. Citation of textual evidence (when appropriate).is missing 	<ul style="list-style-type: none"> Has limited control of academic style/tone and vocabulary. Has some minor errors in grammar, usage, and mechanics that partially distract or interfere with meaning Citation of textual evidence (when appropriate).is inconsistent or incorrect 	<ul style="list-style-type: none"> Has control of academic style/tone and vocabulary. Minor errors in grammar, usage, and mechanics do not interfere with the reader’s ability to understand the writing. When appropriate for the task, cites textual evidence with some minor errors. 	<ul style="list-style-type: none"> Demonstrates control of academic style/tone and varied/effective word choice Is free from errors in grammar, usage, and mechanics When appropriate for the task, cites textual evidence consistently and accurately.
<p>REFLECTION <i>What is the evidence that the student can deeply reflect on performance, growth as a learner and ability to apply this in the future?</i></p>	<ul style="list-style-type: none"> Know: Explains the topic of class when artifact was assigned Do: Explanation of process, decision-making and leadership skills is incomplete or unclear Reflect: States what was done well and what could be improved upon 	<ul style="list-style-type: none"> Know: Describes some context of class (learning goals, purpose of artifact or necessary skills) Do: Briefly explains process, decision-making and leadership skills used during the task Reflect: Explains how artifact impacted self as a learner 	<ul style="list-style-type: none"> Know: Clearly states general learning goals and purpose of artifact, including academic skills needed to be successful Do: Thoroughly explains process and decision-making, including Leadership Skills used during the task Reflect: Describes how artifact impacted self & own future, including growth as a writer 	<ul style="list-style-type: none"> Know: Explicitly ties context of class to content and skill goals as well as purpose of artifact Do: Explains process, decision- making and Leadership Skills with detail and through lens of thinking like expert in field Reflect: Describes and analyzes how artifact impacted self & own future, including growth as a writer

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
<p>REFLECTION <i>What is the evidence that the student can deeply reflect on performance, growth as a learner and ability to apply this in the future?</i></p>	<ul style="list-style-type: none"> • Know: Explains the topic of class when artifact was assigned • Do: Explanation of process, decision-making and leadership skills is incomplete or unclear • Reflect: States what was done well and what could be improved upon 	<ul style="list-style-type: none"> • Know: Describes some context of class (learning goals, purpose of artifact or necessary skills) • Do: Briefly explains process, decision-making and leadership skills used during the task • Reflect: Explains how artifact impacted self as a learner 	<ul style="list-style-type: none"> • Know: Clearly states general learning goals and purpose of artifact, including academic skills needed to be successful • Do: Thoroughly explains process and decision-making, including Leadership Skills used during the task • Reflect: Describes how artifact impacted self & own future, including growth as a researcher or scientist 	<ul style="list-style-type: none"> • Know: Explicitly ties context of class to content and skill goals as well as purpose of artifact • Do: Explains process, decision-making and Leadership Skills with detail and through lens of thinking like expert in field • Reflect: Describes and analyzes how artifact impacted self & own future, including growth as a researcher or scientist

Envision Schools College Success Portfolio Performance Assessment: LEADERSHIP SKILLS

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
<p>COLLABORATING PRODUCTIVELY <i>Working together toward a common goal.</i></p>	<ul style="list-style-type: none"> • Participate by <i>sharing</i> information and ideas with others to complete a given task. 	<ul style="list-style-type: none"> • Contribute own ideas and appropriately respond to diverse points of view in order to create a shared plan of action to solve a problem or complete a given task. 	<ul style="list-style-type: none"> • Assume shared responsibility, by leading and following, for the creation of a unified product or proposed solution through encouraging a range of ideas, establishing a collective plan of action, and completing individual responsibilities. 	<ul style="list-style-type: none"> • Network locally and remotely with diverse peers, experts, and others to leverage collective expertise in the design and execution of an effective plan of action to solve a complex problem or complete an interdependent task.
<p>THINKING CRITICALLY. <i>Thinking deeply in order to create new meaning.</i></p>	<ul style="list-style-type: none"> • Respond to information and ideas through prior knowledge, personal experience, or emotional reaction. OR • Identify the problem and apply an appropriate procedure to arrive at a solution. 	<ul style="list-style-type: none"> • Analyze information and ideas within a source, problem or situation to develop a knowledge base. OR • Use prior knowledge to identify the problem, select an appropriate procedure, arrive at a solution, and evaluate its reasonableness given the parameters of the problem or situation 	<ul style="list-style-type: none"> • Analyze and evaluate information and ideas across a range of sources, problems, situations, and/or contexts to determine appropriate actions and develop a point of view. OR • Use prior knowledge to identify a range of possible problems, root causes or solution paths, then select an appropriate procedure, arrive at a solution, evaluate its reasonableness given the parameters, and compare strategies with others. 	<ul style="list-style-type: none"> • Analyze, evaluate, and synthesize information and ideas across a range of sources, problems, situations, and/or contexts to understand diverse points of view, deepen knowledge base, Set benchmarks for self to reach a goal, anticipate and strategize to overcome obstacles, independently revise as well as seek feedback from others to create a polished finished product with minimal errors. personal perspective, and make reasoned judgments. OR • Analyze the nature of the problem to determine relevant and irrelevant information, create and implement an appropriate procedure, monitor its effectiveness, and make necessary adjustments to arrive at a viable solution or to deepen knowledge of the problem.
<p>COMMUNICATING POWERFULLY. <i>Expressing yourself so that others understand</i></p>	<ul style="list-style-type: none"> • Use a given medium to express basic information to an audience in an accurate manner. 	<ul style="list-style-type: none"> • Use a given medium to present information and ideas clearly so that main points are relevant to the purpose and evident to an audience. 	<ul style="list-style-type: none"> • Organize information, select and use an appropriate medium to effectively engage the target audience in a topic, point of view, argument, and/or creative work through the presentation of information and ideas. Listen to audience questions to ensure their understanding 	<ul style="list-style-type: none"> • Deliberately use the features of a medium and knowledge of and response to the audience to achieve a desired result through skillful delivery of content: strategic, flexible, and responsible use of format, tone, rhetoric, information, and technical language.
<p>COMPLETE PROJECTS EFFICIENTLY. <i>Finishing what you start with your best effort.</i></p>	<ul style="list-style-type: none"> • Follow benchmarks to reach a goal by a deadline 	<ul style="list-style-type: none"> • Follow benchmarks to reach a goal, identify basic needs for project completion, and use feedback from others to revise work by a deadline 	<ul style="list-style-type: none"> • Set benchmarks for self to reach a goal, create a plan by identifying needs for project completion, seek feedback from others to revise work by a deadline. 	<ul style="list-style-type: none"> • Set benchmarks for self to reach a goal, anticipate and strategize to overcome obstacles, independently revise as well as seek feedback from others to create a polished finished product with minimal errors.

The Attribution-NonCommercial-ShareAlike 3.0 Unported license means that people can use our materials, must give appropriate credit, and indicate if any changes have been made. They may not use the material for any commercial purpose. And they must re-share any adaptations under the same kind of license.

